

PD

ISN 59445

**NEPAL:  
A MID-TERM ASSESSMENT  
OF THE  
DEVELOPMENT TRAINING PROJECT  
(367-0152)**

**DECEMBER 1988**

**Evaluation Conducted by:** Grace Langley  
Tirtha Bahadur Manandhar

**Contract:** United States Agency for International Development  
Indefinite Quality Contract  
Contract No. PDC-1109-I-00-7120-00

**Contractor:** Institute for International Research  
1815 N. Ft. Myer Drive  
Arlington, VA 22209

**A MID-TERM ASSESSMENT  
OF THE  
DEVELOPMENT TRAINING PROJECT  
(367-0152)**

**15 DECEMBER 1988**

## **FOREWORD**

The evaluation team appreciates the opportunity to participate in the Development Training Project.

We have had many colleagues on this venture and we are grateful to:

Ministry of Finance officials for their thoughtful responses and openness in sharing their concerns and experience.

USAID/Kathmandu for clear definition of task and its support in time and resources.

The USAID Training Office in the persons of Lawrence Pradhan, Ningma T. Yolmo and Mandir K. Shrestha for great generosity in giving their time and assistance in locating participants and retracing project processes.

Our appreciation also goes to the Nepalese participants for their time and the independence of their views.

Grace E. Langley  
Tirtha Bahadur Manandhar  
Institute for International Research

## **EXECUTIVE SUMMARY**

The Development Training Project (367-0152) was authorized in August, 1985 for the purpose of "Strengthening the analytical, managerial and technical skills of public and private sector manpower" culminating, it was hoped, in the goal of improving the capacity of Nepalese agencies . . . in development sectors of high priority.

This six year activity has a total life of project funding of \$6.3 million. FY 89 and FY 90 funding levels have been reduced to \$500,000 annually inferring that LOP will be stretched out over a longer time period.

The project is a collaborative effort between USAID Kathmandu and the Ministry of Finance Foreign Aid Coordination Division.

The need for trained management and technical personnel is a major deterrent to Nepal's development. The current Seventh Plan estimates a 32% deficit of high level manpower and a 35% deficit in middle management and technical personnel.

### **Outputs Thus Far**

At the time of this mid-term assessment, 38% of authorized project funds have been obligated and 35% of the target number of 426 participants have departed for training.

Of the 94 returned participants, all but two have had short term/technical training. This is bound to skew outcomes as there has been insufficient time for long term/academic students to have completed a masters program.

A trend has been established, which over time, should result in achievement of project purpose as 56% of those returned or currently in training are receiving training in project analysis, planning, implementation, management and monitoring. The remainder are studying technical subjects. The reverse is true of those in graduate degree programs.

Another significant measure of project effectiveness is that 75% of the returned participants interviewed had made concrete use of their training. The interviewers noted that in contrast to evaluations of previous manpower training projects, these returnees displayed confidence and initiative - they sought opportunities to make changes in their work processes.

The target of 25% of training months for women has been met. Achieving the target demonstrated that it was a goal of both partners, MOF and USAID, for it required constant pressure on ministries making the nominations. The private sector has received 8% of the training months instead of the projected 10%. The business men and women tend to measure these study tours in terms of sales volume rather than as an opportunity to see how others have developed their industries or their export markets.

The project is saddled with some unrealistic targets which have been stated in terms of location of training such as 291 persons will be trained in India or 930 persons will be trained in-country. The team considers the technical areas and the relevance of the training to Nepalese development needs to be of greater consequence than the location of training and recommends that geographical targets be eliminated by amendment to the project paper.

### **Project Implementation**

The project process of planning, trainee nomination, selection, orientation, monitoring and follow-up were traced. The project is well administered and well documented. When faced with policy decisions related to the in-country training portion of the project, USAID mounted evaluations of existing programs. Orientation for those going to third countries needs to be augmented by those who have returned from the same country and the same institution. Monitoring of participants at their place of training and follow-up have yet to be implemented.

It would be possible to greatly reduce the workload of both the Ministry of Finance and USAID by doing a single training plan for the remainder of the project rather than the annual training plans currently done. These plans entail National Planning Commission circularizing ministries for their training needs, NPC and MOF agreement on priorities, allotment of places to ministries, circularizing ministries for nominations, and MOF-USAID negotiation of the annual training plan resulting in a Project Implementation Letter. The process is so time consuming as to cut short the time for placement. The MOF reluctance to change to a multi-year plan reflects the uncertainty they feel over future funding of the project.

The most serious implementation problem is the adequacy of available training courses to Nepalese development. Increasing numbers of trainees are placed in Asian institutions-Philippines, Thailand, Malaysia, India, and Israel. Too little is known about these "canned" courses. A person sent to study small business enterprise may find himself studying large corporate structures. The participants response that their training was "good enough" is clearly not good enough.

Some possible low cost, ways of improving the match between need and training are more specific statements of training objectives, fuller description of the work expected of the participant upon his return and increased communications with third country institutions.

Grants have also been made to two local organizations from the Development Training Project for private sector training. These grantees, the Business and Professional Women's Club and the Management Association of Nepal, have provided useful training for limited numbers. Both are dependent on continuing support.

USAID is encouraged to support one or two additional pilot projects. One might be a test of grafting private sector management training on an existing public sector management training institution. Another suggestion is to look to the resources of the German supported Small Business Promotion Project now that it is becoming a private company.

The team is confident that there is movement toward achievement of project purpose but that goal achievement is not likely to occur without concentration of trained personnel in fewer agencies and in those agencies which are considered most critical to development.

The team concludes that if training is to be most effective, it must be recognized and staffed as an educational process and not as an administrative function.

**A MID-TERM ASSESSMENT  
OF THE  
DEVELOPMENT TRAINING PROJECT  
(367-0152)**

<u>Section</u>	<u>Page No.</u>
ACRONYM LIST . . . . .	6
INTRODUCTION . . . . .	7
THE CONDUCT OF THIS EVALUATION . . . . .	11
PROGRESS TOWARD PROJECT TARGETS . . . . .	13
REVIEW OF IMPLEMENTATION PROCESS . . . . .	17
The Annual Training Plan (ATP) . . . . .	17
Recruitment and Selection . . . . .	18
Orientation, monitoring and follow-up . . . . .	21
In-country Training . . . . .	23
TRAINING COSTS . . . . .	27
ASSESSMENT BY THE PARTICIPANTS . . . . .	31
Exit Questionnaires . . . . .	31
Personal Interviews with Returned Participants . . . . .	31
FINDINGS AND CONCLUSIONS . . . . .	37
RECOMMENDATIONS . . . . .	41
ATTACHMENT I. . . . .	43
Evaluation Scope of Work . . . . .	43
ATTACHMENT II . . . . .	49
Bibliography . . . . .	49
ATTACHMENT III . . . . .	50
Interview Guide . . . . .	50

### **LIST OF ACRONYMS USED IN THIS REPORT**

ATP	Annual Training Plan
BPWC	Business and Professional Women's Club
DTP	Development Training Project
HMG	His Majesty's Government
MAN	Management Association of Nepal
MOF	Ministry of Finance
NPC	National Planning Commission
PILs	Project Implementation Letters
SBPP	Small Business Promotion Project
USAID	United States Agency for International Development
WEAN	Women Entrepreneur Association of Nepal

## **INTRODUCTION**

USAID's Development Training Project (367-0152) was approved by the Cabinet of His Majesty's Government and authorized by representatives of both governments 15 August 1985.

An institution building project goal was set:

To improve the capacity of Nepalese agencies and enterprises - both public and private - which are conducting activities in development sectors of high priority.

A mid-term evaluation is a review of progress and permits a project course correction if that should be necessary. It is too early to measure impact on institution building. Therefore, the attention of the evaluation team has been focused on trends and on achievements moving toward project purpose.

The purpose of this project is to strengthen the analytical, managerial and technical skills of public and private sector manpower in key development areas.

The project manager for HMG has described the project as responding to the need to "strengthen the analytical capacity of government. We are too much project oriented - not sector oriented. We must monitor and evaluate projects. We should be able to conduct feasibility studies."

Development and utilization of manpower needed for implementing development activities has been consistently stressed in Nepalese development plans. The current Seventh Plan estimates shortages of over 7 thousand trained persons. The Seventh Plan projected a 35% deficiency of trained manpower for Plan purposes. It is interesting to note that the shortfall of trained manpower is growing larger. Up to the Seventh Plan, there was a 14% deficiency in public sector personnel. In the Seventh Plan, it has increased to 35%.

**Demand and Supply of Technical Manpower  
up to the Seventh Plan**

	<u>Demand</u>	<u>Supply</u>	<u>Shortfall</u>	<u>%</u>
High Level	9207	7981	-1226	13
Middle Level	17890	14108	-2782	16
Basic Level	<u>24435</u>	<u>21057</u>	<u>-3378</u>	<u>14</u>
Total	51532	44146	-7386	14%

Source: Seventh Plan 1985/86 - 1989/90, National Planning Commission



**Demand and Supply of Technical Manpower  
During the Seventh Plan Period  
1985-86 - 1989/90**

	<u>Demand</u>	<u>Supply</u>	<u>Shortfall</u>	<u>%</u>
High Level	3881	2655	-1226	32
Middle Level	7867	5085	-2782	35
Basic Level	<u>9110</u>	<u>5732</u>	<u>-3378</u>	<u>37</u>
Total	20858	13472	-7386	35%

A Ministry of Finance official spoke of the great pressure from technical ministries on the MOF to allot them more training resources. The Ministry of Finance, National Planning Commission and the Ministry of General Administration look to this project especially for their training needs as they seldom administer projects of their own which would include a training component.

The DTP responds to these strongly felt needs and includes:

- i. Public sector management training including personnel and financial administration, development planning and administration.
- ii. Public Sector technical training in areas relating to energy, urban problems, communication, industrial, agriculture, and health sectors.
- iii. Public and Private Sector training of trainers.
- iv. Training to address the specific technical and managerial shortcomings of small private sector businesses.
- v. Miscellaneous training: accounting; computer science; research methodologies; education and rural development.

The project assumes that needed technical training is included in development projects related to the various technical sectors. Therefore, it focuses on project planning, implementation, management and monitoring. For the first time, training opportunities are offered to the private sector as well as the public sector, reflecting the increasing recognition of the role of private enterprise in development.

Another goal of the project is to increase training opportunities for women; some 25% of training months are reserved for them.

Training may be academic, practical or technical and is available in the U.S., third countries and Nepal.

Some unique aspects of this project, which should be of special interest to technical ministries of HMG and USAID technical divisions is that training is offered for needed personnel in advance of a project being planned or for reinforcement purposes after a project has been completed.

The implementing office of the Government of Nepal is the Foreign Aid Coordination Division of the Ministry of Finance. An annual training plan for the Development Training Project is produced there representing the Government's priority areas of training. It should be noted that training opportunities are identified for key positions or by needed skills. These are not scholarships granted to individuals.

## **THE CONDUCT OF THIS EVALUATION**

The objectives of this mid-term evaluation were stated in the scope of work as:

- measure progress against Development Training Project (DTP) objectives for kinds of training (academic, technical, and practical) and locations for training (in-country, United States, India and Asia/Israel);
- assess effectiveness of training for trainees' current work;
- recommend strategies to meet project objectives, or changes in the project objectives to meet Nepal's training needs.

The entire work scope may be found as Attachment I.

This evaluation has been done under the direction of Dr. Jean Meadowcroft, Project Development Officer, USAID/Kathmandu through an Indefinite Quantity Contract with the Institute for International Research.

The major methods employed were:

- a. literature search and review of the files; (the bibliography may be found as Attachment II);
- b. interview major implementors and managers of the project in both governments;
- c. tabulation of the Mission's returned participant evaluation forms;
- d. interview a purposive sample of 20 returned participants. (The questionnaire is at Attachment III.)

This is a well documented project. The negotiated decisions and annual training plans are formalized into Project Implementation Letters (PILs). Periodic summaries have been made of progress under the project and a series of evaluations have been implemented demonstrating that the training office is well organized and monitors this project closely.

The 1988 studies done by the Himalayan Studies Centre are a rich resource. The first volume includes case studies of the effects of participant training on four Nepalese organizations. The second volume records interviews with government officials on issues related to training and interviews with returned participants.

The major tasks of the present evaluation team is that of updating and validation of findings and consultation with those who have been trained resulting in recommendations as to how the project might be furthered strengthened.

## **PROGRESS TOWARD PROJECT TARGETS**

The project paper sets the target for a fully funded six year activity as 426 Nepalese trained in management and technical skills. Thus far, 35% of the target number have returned or are in training.

The overall target of 426 trained persons was further broken down by location of the training:

<u>Location of Training</u>	<u>Target</u>	<u>No. Departed</u>
United States	63	54
India	291	9
Third Country (including Italy)	<u>72</u>	<u>86</u>
Total	426	149

Knowing the country of training is useful for preparing a budget but the geography of the training site does not contribute directly to achieving project purpose. Events have overtaken these targets.

The Government of India has a technical assistance program to Nepal which includes 150 training positions a year. The Colombo Plan sponsors others and the Government of Nepal sent 50 to Roorkee University under a World Bank loan. In effect, the Government of India is indicating that between the high demand for education by their own nationals and the scholarships for Nepalese citizens provided by other international donors, the capacity of Indian institutions of higher learning is being stretched.

Persons, who might otherwise have been sent to India, are now being programmed for other Asian countries. The most prevalent placement is the Philippines.

If the Mission decides to modify the project paper as a consequence of this evaluation, it is recommended that geographic targeting be eliminated or used only for illustrative purposes.

Another numerical target is for in-country training - 930 individuals. Consideration of in-country training occurs later in this report but a parallel recommendation is made to change this target from one of number of persons trained to an output of completed local pilot projects in management/technical training for the private sector. USAID and the MOF would use these pilot projects as a means of identifying an organization(s) with management training capacity. Further efforts could focus on institutionalizing management/technical training for the private sector and a small strengthening grant is recommended for the sponsor of a pilot project with demonstrated effectiveness.

The team considers the technical areas and types of training and relevance to Nepalese development needs and project purpose to be of greater consequence than the location of training.

**Returned Participants  
by Areas of Study  
N = 94**

<u>Areas of Study</u>	<u>Number of Participants</u>	<u>Percentage</u>
Private Sector (Business)	16	17%
Administration and Management	11	11
Computer Science	10	11
Engineering: Electricity, Mining and Water Resources	10	11
Trade, Industry and Marketing	10	11
Project Planning and Implementation	10	11
Agriculture, Forestry and Animal Science	9	10
Finance, Economics and Statistics	6	6
Health	5	5
Training for Trainers	3	3
Education	3	3
Miscellaneous	<u>1</u>	<u>1</u>
Totals	94	100%

Since there has been insufficient time for most trainees to complete masters programs, all but two have had short term and technical training. Many of the participants currently in training are in masters or diploma courses. The results of this assessment are skewed in ways hard to judge by the fact that long term and academic students have not yet returned.

**Participants by Areas of Study  
(Returned and Currently in Training)  
N = 149**

<u>Areas of Study</u>	<u>Number of Participants</u>	<u>Percentage</u>
Planning and Management	24	16%
Agriculture, Forestry and Animal Husbandry	17	11
Industry, Trade and Marketing	16	11
Engineering (Electrical, Water Resources)	16	11
Private Sector	16	11
Economics and Financial Management	12	8
Computer Science	11	7
Health and Health Sciences	11	7
Regional and Urban Planning	7	5
Local and Rural Development	7	5
Education	5	4
Training Trainers	3	2
Law for Development	3	2
Social Welfare	<u>1</u>	<u>1</u>
Totals	149	100%

The categories of "planning and management", "local and rural development", "regional and urban development" represent 26% of the total trainees. When these planning and management groups are further combined with financial management, economics, industrial development and use of computers as a monitoring tool, the analytical, planning, monitoring and management area amounts to 56% of the persons trained under the project. This would appear to be very much in line with achievement of project purpose.

Another interesting indication of trends is the combination of private sector (business) with persons concerned with industrial development, international trade and marketing - 22% of the total who have thus far departed.

Agriculture when added to the agricultural engineering, agricultural economics and agribusiness receives a healthy share of training opportunities.

With a U.S. masters degree program costing between \$45,000 - \$58,000, it is graduate training which preempts project resources. Ten of the graduate students in the table below are placed in American universities, the remaining 47 are enrolled or awaiting admission to a third country university. This means, however, that U.S. scholarships for ten persons cost the equivalent of one year of the project budget.

**Master Degree Programs**  
(Returned, In Training, In Process)  
N = 57

<u>Area of Study</u>	<u>Number of Participants</u>	<u>Percentage</u>
Management (MBA, MPA)	14	25%
Agriculture	12	21
Health Sciences	9	16
Engineering and Mines	8	14
Economics	6	10
Regional or Development Planning	5	9
Other (Social Welfare, Education, Computers)	<u>3</u>	<u>5</u>
Totals	57	100%

Technical fields of study combine to a larger number of graduate degree programs than do the fields of planning and management.

Two other reservations were mentioned earlier - 10% of training months are reserved for the private sector and 25% training months for women. In fact, 28% of trainees so far selected are women and another eight women have been nominated.

The combined length of training for all participants who have returned or are currently in training adds to 1,557.75 person months of training. Of these, 25% of the training months are for women. It has varied by year.

1986	28% person months for women
1987	19%
1988	30% as of November 30, 1988

Thirteen women are currently in master degree programs, 23% of the most costly and most desired scholarships.

The "private sector" (for which a 10% threshold has been set) can be interpreted strictly as business persons or as non-governmental. The latter would include persons nominated by the Business and Professional Women's Club or even a private institution. With the latter definition, 15% of person months have been used by the private sector. Excluding schools and voluntary agencies but including income generation training or marketing for groups such as BPWC and WEAN, the business sector has received 8% of person months of training. If the private sector is to be excluded from long term training, this target will become much harder to reach in the future. The team recommends that when diploma or M.B.A. enrollment would benefit an association or in-country training capability such as the Management Association of Nepal, that no restrictions to length of training be applied.

Business men and women tend to measure the success of these tours by the volume of sales. The intent of the Asian tour was quite different. The purpose was stated as "an opportunity to observe business operations in other Asian countries . . . learn about activities that have facilitated industrial development and commercialization". The example given in USAID communications was to send a group of exporters to learn how successful exporters in other countries acquired their knowledge of international markets, made contacts, negotiated marketing arrangements and met quality standards. Business men and women measured the success of the private sector tours by the volume of sales and the contacts made. Sales promotion was not the intent of two of the three completed tours.

The U.S. tour of the private sector persons was arranged by the Export Services Center, a subsection of the Trade Promotion Center. It was designed as a market exposure tour. Two participants enrolled in a course of Export Market Entry Strategies at the World Trade Center in New York. The major contacts were developed by the Products of Nepal office in New York which attempted to arrange 20 sales contacts for each participant.

The third private business tour is being developed currently to study production techniques. There is need to clarify the purposes of each tour with participants, nominating organizations and MOF/USAID.

## REVIEW OF IMPLEMENTATION PROCESS

The Annual Training Plan (ATP) initiates the annual implementation cycle. The following is set out in the implementation plan of the Project Paper:

HMG/N has recently finalized manpower planning requirements for the Seventh Five Year Plan. On the basis of the manpower assessment and in line with the training objectives of this project, the Ministry of Finance will, in cooperation with line ministries, assess their critical training needs and prepare an Annual Training Plan. USAID/Nepal approval of this annual plan will be reflected through issuance of a Project Implementation Letter (PIL). This PIL will indicate the nature, length and location of training as well as specific prerequisites.

USAID technical divisions are also circulated for suggested positions (not individuals) for training which would be beneficial. The project paper stipulates that training opportunities are not to be used to augment the training component of development projects. It may be used for persons who will be designing new projects, for improving research, analysis, management and monitoring skills and shoring up completed projects.

Three projects are listed in the Project Paper as having critical training needs which qualify under DTP. They are Institute of Agriculture and Animal Science II (367-0148), Integrated Rural Health/Family Planning Services (367-0135) and Agricultural Research and Production (367-0149).

The negotiated annual training plans, as reflected in a Project Implementation Letter, were issued:

CY 1986	February 14, 1986
CY 1987	November 25, 1987
CY 1988	January 14, 1988

Development of the CY 1989 annual training plan appears to be on schedule.

The advantage of the Annual Training Plan (ATP) as seen by the A.I.D. project manager is requiring "priorities and choices among the many demands for training programs". And it constrains ad-hoc uses of funds when a new course is announced by the Office of International Training or when individuals approach either MOF or USAID.

The disadvantage of the ATP is that it is cumbersome and time consuming. The National Planning Commission circulates ministries, asking for their training needs and the MOF sends a second communication asking for nominations for the Development Training Project. In July, 1988, the NPC received requests for 1,109 scholarships in 58 disciplines.

The present timing of the plan is related to secure knowledge of USAID's operating year budget. However, the timing of the plan formulation is inappropriate for making current year training placements. An often cited example is that of the Philippines which requires applications in January which is earlier than Nepalese nominations are available. An entire year is lost awaiting acceptance by Philippines training institutions, a delay which is not understood by sponsoring organizations and impatient nominees.

If the two parties to this project agreement can live with estimated resource levels, it might be possible to make alterations in the plan process to reduce work load and increase the lead time for making placements.



The National Planning Commission annually circulates ministries for their training needs in July, so one possible alternative is to move the planning to August or September.

A more attractive alternative is to make a single training plan from now to end of project or, minimally, a two year plan. Changing the CY 89 training plan, which has just been solicited, to a training plan for the remainder of the project would safeguard project priorities rather than encouraging annual shifts in the areas of training. It would reduce six circulations of ministries and their attendant negotiations to two and increase the lead time for making training placements.

When the draft of this report was discussed with the Ministry of Finance, officials expressed a preference for the first alternative, moving up the preparation of the annual plan to August or September.

Two other minor adjustments in the training plan format could be considered. The ATP sets out an explicit matrix including:

- Nominating entity
- Field of training
- Number of seats
- Duration of training
- Proposed institution(s)
- Minimum prerequisites for candidates
- Concerned USAID office

When HMG or an individual proposes the training institution, it is bound to be the better known and more costly universities, such as Harvard or the University of Pittsburgh. Budgeting for a PIC/P can be more precise when proposing a specific training institution, but average cost figures for technical training/academic training are also available. Greater latitude for training staff in USAID to choose the training institutions is one of the cost containment possibilities which will be discussed later.

More appropriate training can be sought if the plan includes more detailed information on the future responsibilities and particular training needs of the candidate and his/her organization. For example, the matrix may request four positions in computer science. A very different placement is possible when it is understood that the Agriculture Development Bank is planning to computerize its entire operation as one of the ways of making it more competitive with international banks.

**Recruitment and Selection:** Two negotiations of the annual training plan actually take place. One is internal to the HMG when the demands of different ministries are prepared by the MOF with the advice of the National Planning Commission to fit priorities. The second is a confirmation by USAID that the requirements conform to project intent.

Numbers of training positions are allocated by MOF and the ministries are invited to make nominations. Nomination amounts to selection. The selection is confirmed or finalized by a selection committee which includes MOF and USAID representatives. They use the following yardstick:

Education	(30)
Relevant Experience	(30)
Job Relevance	(10)
Priority	( 5)
Interview	(25)

While three nominations for each training opportunity are encouraged, a gentle erosion has taken place in practice. Three nominations have become one nomination and an alternate. Alternates often do not fill out the application forms because it will remove them from consideration for other scholarships.

Different views regarding the essentialness of three nominations for each position may represent a cultural difference. The Nepalese are sensitive to the possible embarrassment involved in three nominations for each of 60 annual training slots, thus, creating 120 publicly acknowledged "losers".

A question, "Are we getting the best possible people?" which was orally posed to the evaluation team can not be answered. We have not the time or resources at our disposal to get to know the potential pool of candidates. We do know from our file search and interviews that the project is drawing middle managers for the most part, people who do have the listed prerequisites and people who are appropriately placed to use the training.

In the course of examining 67 participant files, the team was aware that 36 returned participants under DTP had previous overseas training or study tours. This ranged from undergraduate training in India under the Colombo Plan, six years in Czechoslovakia to sales promotion tours to 7-8 countries. One man sent to Harvard under this project, had received a master's degree in Australia under FAO sponsorship and previous short-term training exposures in four other countries including the U.S. Another had two years training under AID in the U.S. previously and a variety of study tours which took him to seven Asian countries.

This raises questions of:

Are donors (including USAID) supporting a "favored few"?

Are international donors tending to offer short-term exposures rather than training?

Is there unnecessary duplication?

It is not our intention to suggest exclusion of those with previous overseas scholarships. The dominant area of emphasis of the project is management training - an add-on to previous technical training. One consideration might be that professional people in Nepal are isolated from the advances being made in their field. Do they need repeated international contact as a means of keeping abreast with developments? If they do, is this a good use of DTP's limited training resources?

However, an educator going abroad for population studies and later for industrial marketing demonstrates that the selection system may be subject to abuse and that both MOF and USAID may need greater biographical detail on nominees prior to selection so that the perennial scholar can be excluded.

Another consideration in selection is the heavy concentration of returned participants in greater Kathmandu. Some people may have used their Ministry as a mailing address but it appears that 82 of the 94 returnees are from the capital area. His Majesty's Government has a policy of rewarding officials who serve in remote areas. Similar to veteran's preference, the scale used for selection could include a five point preference for rural candidates.

The opportunity offered by the Development Training Project has so far been spread over 36 ministries, departments, and other public sector entities such as the Export Service Centre and the Central Bureau of Statistics. This number does not include private sector organizations. The highest concentration is in the Ministry of Planning and Local Development, the Ministry of Finance and the Agriculture Development Bank.

**Sponsoring Organization and Beneficiaries of DTP**

- Cabinet Secretariat
- National Planning Commission
  - Central Bureau of Statistics
- Ministry of Finance
  - Controller General Office
  - Auditor General Office
- Ministry of Industry
  - Department of Cottage and Village Industries
  - Department of Mines and Geology
  - Trade Promotion Centre
  - Export Services Centre
- Ministry of Education and Culture
- Ministry of Panchayat and Local Development
- Ministry of Law and Justice
- Ministry of Health
  - Malaria Eradication Organization
- Ministry of Agriculture
  - Agricultural Development Bank
  - Department of Food and Agricultural Marketing Services
  - Department of Livestock and Animal Health
  - Food Research Laboratory
  - Agricultural Projects Services Centre
- Ministry of Forest and Soil Conservation
  - Department of Soil Conservation and Watershed Management
- Department of Roads (Ministry of Transport)
- Department of Housing (Ministry of Housing and Physical Planning)
- Nepal Rastra Bank
- Rastriya Banijya Bank
- Nepal Bank Ltd.
- Provident Fund
- Dairy Development Corporation
- Nepal Electricity Authority
- Ministry of Water Resources
- Tribhuvan University
  - Institute of Engineering
  - Institute of Medicine

Many of the above are departments of ministries. They are, however, entities originating requests for training opportunities. The widespread utilization of the project by so many organizations speaks to how well the Ministry of Finance has communicated the availability of management training. However, it also raises the critical issue of whether greater impact would be achieved if trained management personnel are concentrated in fewer organizations and development sectors. We would suggest that greater massing of trained personnel would be more productive and more likely to make goal achievement

possible. Further, because they lack other training resources, the National Planning Commission, the Ministry of Finance and Ministry of General Administration should be allotted larger numbers.

In interviewing returned participants, the team found a good understanding of how nominations and selection occurred. Suggestions were made that women compete with other women for training slots and that more opportunities be made available for the private sector. The MOF has also indicated its willingness to increase the target number of training opportunities for the private sector to 15%.

Orientation, monitoring and follow-up: There are four activities which could reinforce the effectiveness of the training in what is otherwise a well managed and well monitored project.

It is very easy for orientation to become routine, especially in a Mission which has sent over 4,000 participants. Like the actor who goes on stage for his 2,000th performance, staff must recall that this is the first and only time the departing participant will hear the orientation and he deserves the best. It should be possible to give participants returned from the Philippines or Thailand a share of the responsibility to orient their countrymen. It need not all be done at USAID.

One purpose of orientation is to reduce anxiety; another is to lay out as specifically as possible what can be expected in the training, from the mentors, in accommodations and, especially, in finances. The basic problem for USAID Kathmandu is lack of information about the training providers in third countries. There is need for USAID to increase its communication with their major training placements in Asia. Sharing sections of this evaluation with them might help to initiate what needs to be a continuing dialogue. A joint USAID-MOF tour of Far Eastern management training institutions could initiate the communication.

The major deterrent to meeting individual training objectives is the fixed course which is often intended for country nationals. When enrollment is low, institutions may cancel or combine courses of different subject matter. When the match is not made between participant need and course content, there is too little flexibility on the part of the trainers and the new learner is the least likely to be able to adapt. At the same time, customized training is expensive, unless a group is involved. Group placement should be one consideration rather than isolated placements.

The match is more likely if there is an individualized training objective described in one or two paragraphs instead of a subject of training such as "development administration". The match has greater likelihood of occurring if the participant's expected use of training upon return is described more specifically than:

It is anticipated that upon return to Nepal, the participant will have an understanding of the higher elements of Industrial Engineering and will be able to assist the Department of Cottage and Village Industry more effectively and efficiently.

The drafter of PIO/Ps needs always to ask if the trainer would know what the participant does from this description. The authors are not acquainted with budget preparation but have tried to develop a description of the job responsibilities and the training needed by a proposed participant:

The nominee is the deputy administrative officer in the office responsible for the preparation of budgets in the Ministry of Forest and Soil Conservation. This section also prepares position papers on all matters pertaining to the budget implications of goals set for forestry and soil conservation by the National Planning Commission in preparation of the Five Year Plan.

The training should include an over-arching presentation of concepts, problems and methods involved in budget preparation but, also to specifically prepare the participant to use computer modelling in budget preparation. The end effect should be that he will be better prepared to isolate critical issues and present the potential trade-offs in different budget decisions for his Secretary's decision.

Perhaps cutting down the number of providers and, again, increasing the communications with Asian training institutions can help to more effectively deliver Nepal's requirements under this training project. We can also encourage participants to take documents with them such as a copy of the "Basic Needs Programme" their job description, statements of departmental goals or plans, etc..

Monitoring training as opposed to monitoring project administration is another need. Is there sufficient monitoring by Partners for International Education and Training (PIET) of U.S. participants? There still may be a need for the Mission to strive for continuing contact with trainees and the challenge is to be inventive about how it might be done at a modest investment of time and money.

For example, if each USAID officer going on TDY or home leave were given three participants to telephone or if the Nepal desk officer made one telephone call a week, contact could be maintained with participants at no great burden to anyone.

As a participant once said, "We know AID sponsors our scholarship but we don't know who you are or what you are."

One of the strong disadvantages of third country training is that there is no one to follow-up on those students, especially those in graduate studies. The possibility of a placement and monitoring contractor is discussed in the section on training costs. For example, the Asia Foundation is a member of the consortium known as Partners for International Education and Training which handles A.I.D. participant placements in the U.S. As the Asia Foundation has offices in some Asian countries, USAID might explore the possibility of a contractual arrangement with them for both third country placement and monitoring of trainees.

It is especially important for USAID Kathmandu to maintain contact with participants on two year study programs. At the end of one year, the Mission should consider sending a letter of greetings and news of Nepalese development and a single page questionnaire soliciting their opinions of their progress.

The Nepalese trainees which were interviewed had proved themselves a sturdy and independent group without expectations that anyone but themselves were responsible for getting the most out of their training.

There is little to report on trainee monitoring and follow-up as presently implemented. Those interviewed during this review, expressed great pleasure that someone had come to see them and inquire about their training. The participants are asking for follow-up. Ambassador Mohan Man Sainju has suggested that follow-up is very much in the interest of HMG also.

The team leader interviewed Ambassador Mohan Man Sainju in Washington in November 1988. The former Vice Chairman of the National Planning Commission spoke of the lessons learned from Nepalese experience with international training:

1. He valued the training opportunities but the project must take into consideration the development of training capability within the country. There is no follow-up in-country; no regular refresher training. Trained people should provide feedback and they should receive refresher training. (He was speaking of building a capability in Nepal and mentioned the Nepal Administrative Staff College as a possible provider of this capability.)
2. The content of training should incorporate case studies of Nepal or a segment of the training should be done in South Asia and developing countries to avoid frustration at not being able to utilize the training. If the project used a set of institutions, those faculties could develop their knowledge of Nepal, Nepalese conditions and development plans. (He spoke of his delight with professors in Sydney, Australia using Nepalese case studies in a seminar).
3. Certain types of training are done better in the United States; for other training it is more cost efficient to be done elsewhere. There should be more training in India and the Philippines.
4. There needs to be a national focal point for training to scrutinize procedure (the use of training opportunities), follow-up trainees and their utilization of the training. Development policy clearly emphasizes the importance played by the private sector. We need something, perhaps patterned after Fulbright, which includes representatives of Government but is also an outside agency, to select those outside the government system. Insist on female participants; give them some kind of preference.

Extemporaneously, His Excellency has provided an excellent group of suggestions developed out of his experience in the National Planning Commission.

**In-country Training:** The Development Training Project contains provisions for support to private sector training organizations for implementing management training programs on a pilot basis. The private sector organizations currently supported under the project are the Management Association of Nepal (MAN), and the Business and Professional Women's Club (BPWC). MAN has been provided financial assistance of Rs.207,750 for conducting three short term management courses, and the BPWC was provided financial assistance of Rs.293,000 for conducting two courses on secretarial training for women during the period 1986-88. Further assistance of Rs.340,000 for BPWC has been agreed upon for conducting two more courses during 1988-90. A total of 59 women with minimum of intermediate level of education have participated in the courses.

MAN has conducted courses on (i) Inventory and Warehouse Management, (ii) Finance for Non-finance Managers, and (iii) General Management. A total of 67 persons from various private sector enterprises participated during September 1986 and April 1987.

**Planning of In-country Training:** The Project Paper has a target of training 930 persons in-country over the period 1986 to 1992. The provision of assistance for training activities to the two organizations (MAN and BPWC) is negotiated directly by USAID.

Since the completion of the third course by MAN, no new assistance has been given to it nor has MAN submitted any new proposals for additional training activities.

The BPWC training has relied almost completely on USAID grants and British volunteer teachers. Continued running of the course seems to be doubtful without further assistance. The present building could not accommodate a larger enrollment. The fees charged for training (Rs.200 per month) meet only a very small proportion of the training expenses.

Training Implementation: MAN advertised the courses by sending brochures to various enterprises in Kathmandu and in a few other towns. It used its core specialists to prepare the curriculum and materials. A compilation of relevant readings was prepared. Resource persons were gathered from various enterprises and training organizations. Most were also members of MAN. The participants paid course fees which varied depending on the course and which did not cover the expenses of the course. The courses were conducted in hotels in Kathmandu. Post training evaluations of the courses by the participants were conducted. The evaluation by the participants was positive and included examples of how they expected to make use of newly gained skills.

BPWC advertised the course on secretarial science and office management in local newspapers. It used services of specialists to prepare the course contents that include typing, accounts, English, office management and computer practice. The training is conducted in a rented building; computer training was sub-contracted to a computer training firm. Trainers are mainly from outside agencies. BPWC has a placement service for its trainees.

Evaluation: USAID hired the services of Ms. Sherry Brenner to conduct an evaluation of the training conducted by MAN and BPWC in 1988. A synopsis of the evaluation follows:

**MAN:** The participants of MAN courses appreciated the practical nature of the courses; they mentioned improved communication and human relation skills. Participants reported gains in productivity as a result of better relations with subordinates. Technical personnel gained knowledge of the financial side of their business.

The evaluation recommends conducting a needs study, selection of speakers with communication skills as well as specialist knowledge, better screening of the participants, promotion of the course, and planning the course well ahead of time. As regards areas of training, it recommends communication skills, personnel management, manpower planning and training, marketing, computer training, productivity, finance and accounting.

**BPWC:** A majority (over 80%) of the participants in the first two courses have been employed. The employers were, in general, satisfied with the performance of the trained women. They were hard working, punctual, dependable and had an interest in learning. They, however, lacked English proficiency, computer use, drafting correspondence, and needed faster typing and shorthand. The women themselves were satisfied with the training they received. Work experience in an office as part of the course was helpful. They felt their deficiencies were in computer use, in handling electric typewriters, keeping accounts and vehicle dispatch.

The BPWC was found deficient in training materials. Textbooks given to students were not uniform. Shortage of good typewriters and electric ones has been a handicap.

The evaluation recommends better screening of applicants, provision of intensive instruction in English, use of appropriate textbooks, upgrading of typewriters, increasing

the time allotted for computer training, job placement and follow up of the employed women.

The present evaluation team visited both MAN and BPWC to discuss the potential for institutionalizing their training with the management of these organizations.

MAN seems eager to conduct courses if financial assistance is available. It would like to develop case studies and materials, but needs financial support to do so. It wishes to start a postgraduate course on management if government provision is given, which is very ambitious considering their resources. MAN has presently an office with five employees. Its training activities are organized as and when needed with the help of its members and with faculty hired from various training institutions. It has no plans to set up a training center of its own with its own faculty.

BPWC's training resources, are modest. BPWC management would like to see the present course on office management and secretarial services put on an institutional basis. Presently, the courses are totally dependent on USAID assistance. The BPWC wishes to conduct future courses for women executives in government and business.

**Institutional Development:** The two organizations have contributed to promotion of management training in Nepal. BPWC's role is additionally important as it seeks to promote women's employment. The total number trained by these organizations is small. The impact of the training on the management practices in the country would, thus, be limited. While continued assistance for meeting part of the training costs of these two organizations would be desirable, neither of them will be self-sufficient in the foreseeable future. Actions towards institutionalizing management training for the private sector seems more productive.

Strengthening the capacities of the training organizations in terms of development of training materials, equipment for training and staff competency would be more effective than meeting the recurrent costs of training on an indefinite basis.

Further, it seems essential that more organizations be involved in provision of training for the private sector. The Project Paper mentions the possibility of involving and assisting organizations besides MAN and BPWC in such training over the life of the project.

The "Training for the Private Sector" study has identified a number of national organizations which can be considered for offering management training for the private sector. These are:

- a. Industrial Services Centre (ISC) (under Ministry of Industry)
- b. Small Business Promotion Project (under Ministry of Industry)
- c. Centre for Economic Development and Administration (Tribhuvan University)
- d. Faculty of Management (Tribhuvan University)
- e. Nepal Administration Staff College (NASC) (linked with Ministry of General Administration)

Each of these organizations has some strengths and some deficiencies with respect to private sector training. The deficiency emanates primarily from the mandate given to the organization - most of these organizations cater to the need of the public sector. The ISC, CEDA, and NASC have objectives of providing consultancy services. Training for the private sector could be one of the consultancy activities. The NASC, for instance, has recently conducted training for personnel of projects executed by GTZ. The Ministry



of Finance with support from UNDP collaborated with NASC to conduct a seminar on "privatization", which had wide representation of private sector enterprises.

One of the alternatives for conducting in-country training for private sector entrepreneurs, which might be considered, is the Small Business Promotion Project established in 1983 and jointly sponsored by the Government and the Federal Republic of Germany (through GTZ). SBPP aims at development of modern small business through different components of their program called "New Business Creation", "Small Business Consultancy", "Technical Advisory Service" and "Complementary Credit". Training activities are conducted for school leavers with private enterprise and for staff of private businesses. One of their training activities was conducted for the Rapti IRDP, financed by USAID.

The SBPP has field operations in seven towns. It has a distinct advantage over other training organizations in their ability to conduct management training and consultant activities in rural districts. SBPP has undertaken their first venture of international development consultation in Malawi. The utilization of the experience of this project for USAID-sponsored in-country training will become more viable when the project completes its transition to a private company.

The Trade Promotion Centre and its auxiliary body, the Export Services Centre, have also begun training for the private sector. This effort could also be explored to see if assistance is needed or warranted.

Areas of Training: A study on "Training for Private Sector" (1987)\*, has identified a range of management/skills/competencies needed by private sector enterprises of different sizes. These are as follows: (not in order of intensity felt by the enterprises):

- a. Working with the government,
- b. Influencing management (connections with important people),
- c. Motivation of staff,
- d. Manpower planning and recruitment,
- e. Training and staff development,
- f. Delegation/supervision of staff,
- g. Production planning,
- h. Communications and information networking,
- i. Market strategies and research,
- j. Inventory management,
- k. Quality control,
- l. Self confidence,
- m. Technology choice
- n. Procurement and maintenance.

The DTP project paper has noted some conclusions of the ILO study\*\* relating to areas of training needed by enterprises in Nepal. A few areas of priority are corporate planning, financial and budgeting systems, industrial engineering, maintenance management systems. The study also indicated need of training of supervisors in areas such as communication, leadership, motivation and human relations, staff development, problem solving and decision making. Banking, hotels, tourism, export-import management, and construction are some priority sectors needing training.

\*MASS, "Training for the Private Sector: The Demand and the Supply", Kathmandu, 1987

\*\*ILO, ILO Mission on Management Development in Nepal, 1983

## TRAINING COSTS

In a period of more and more stringent budgets and higher training costs, there is a need to reduce costs as long as it does not affect the quality of the training.

There is no suggestion here that DTP training has been excessively costly. The extra work which goes into the Mission's search for third country placements is indicative of their efforts to contain costs. This section is written with the hope that a share of USAID-sponsored training programs can be continued in the United States. We are building long term relationships as well as providing training.

The first requirement of reducing costs in DTP is discouraging name requests for specific training institutions. The most familiar are likely to be the most costly. A month of a Harvard short course at \$6,000 could have supported two persons at Iowa State. It is an even more expensive placement when the trainee says the course was too intensive and he felt the need for more preparation for the course.

There are states which grant resident rather than out-of-state tuition fees to USG-sponsored international students. These include Texas, Wisconsin, New York, Florida and Louisiana. There are others. Rockford College, an excellent placement for MBA candidates, accepts international students at the graduate level tuition fee. This would include internship with U.S. corporations.

The Office of International Training has contracted out an update of a directory of U.S. institutions offering special rates to sponsored international students.

OIT should provide the Mission with average monthly costs for undergraduate, graduate and technical training. If the cost is above average, the Mission should keep looking for a more cost effective placement. And PIET should be supplying the Mission with three placement suggestions in any case.

Many institutions will give special rates both for tuition and dormitories if there are group placements. This project tends to individual placements but there have been clustered training requests such as those in computer science and water resources where some bargaining might have been done.

Community colleges and continuing education departments are capable and accustomed to designing technical training for special groups e.g. flash freezing, market surveys and many other subjects. There is a computerized directory showing what community colleges have what competencies. Through use of community colleges, U.S. communities are likely to adopt a group of Nepalese students with great hospitality.

Elsewhere in this report, we have made the observation that ten graduate students in the U.S. absorbs a year's budget. In 1986, two year graduate training in India was a bargain at \$7,000.

Perhaps we should not be too ready to give up on placements in India. Would it be feasible for HMG to raise the issue with the Government of India at a higher level even if it required a visit to New Delhi? The appeal to the GOI is the gesture of friendship to Nepal at little cost to themselves. It would be helpful if the second part of the negotiation related to reducing the number of clearances within the GOI. Nepalese graduate students and officials should hardly be considered security risks. The benefit would be two Indian graduate placements at the cost of one in the Philippines at 1986 prices or three Indian graduate placements at the cost of one in Thailand.

The following table demonstrates how those participants who have departed were distributed.

	TARGETS	ACTUAL
U.S.	15%	36%
India	68%	6%
Third Country	17%	58%

A clearer definition of persons in what type of position or what subject most need U.S. training would be useful.

Use of regional training centers (such a ILO's center in Turin, Italy) would both benefit the institution and be available at lower costs.

The dilemma for USAID Kathmandu is that a Mission training office can be regarded as an administrative office e.g., with tasks such as drafting PIO/Ps, despatching letters to consular offices about visas and the myriad details of making arrangements for participants or it can regard its educative function as primary.

Most of the recommendations the team would make for possible improvements (and which develop out of the type of questions which USAID staff is asking) are labor intensive. Do more of what you are doing. We have conjectured whether or not a placement and monitoring contractor for third country training is a possibility.

If the participants from other USAID projects are placed by the project contractor, DTP at 60 participants a year has insufficient volume to make a contract cost effective. If there should be other development projects where the placement of participants is done by the Mission Training Office, a placement and monitoring contractor for 3rd country training is a possibility.

What a contractor would and would not do:

Selection and recruitment would remain a MOF and USAID responsibility:

The contractor would contact the nominee and his sponsor and together they would develop the training objective, the description of the nominee's job and the required training. (There is an added advantage in crystallizing training objectives in the mind of the participant and his supervisor.)

Preparation of the PIO/P would remain a training office function;

The contractor would develop a current file of course offerings including institutional charges and the approved per diem.

The contractor would make two visits a year to a specified group of Asian countries in order to:

1. negotiate placement;
2. communicate Nepal's objectives in this program and the training needs of individual participants;
3. keep current on course offerings and the curriculum for courses of interest;
4. request immediate notification of changes in course offerings;
5. contact participants in training, and monitor their progress.

If the volume of training from Nepal is insufficient for a contractor to be cost effective, are there other Asian missions using many of the same institutions? Is a regional or OIT - managed contractor a reasonable possibility to which individual missions could "buy in"?

## **ASSESSMENT BY THE PARTICIPANTS**

**Exit Questionnaires:** Upon return to their home country, it is customary for AID sponsored participants to be asked to fill out an evaluation questionnaire and have a debriefing by the Training Office staff. Some are required to submit reports by their sponsoring department and forward these to USAID as well.

The evaluation form is heavily pre-coded. Many questions require only yes or no responses. A revised format can gain more information.

The major findings from this written evaluation by returned participants are:

Ten gave summary comments of great satisfaction and the benefits of the training such as "related to my job", "short but excellent".

Seven spoke of insufficient time or the intensity of the training.

Five wanted an internship, on-the-job training or less theoretical training.

Five mentioned problems of appropriate level of training, either too advanced or too basic and the need for more homogeneous grouping of trainees.

Four had major illnesses and missed major portions of their training.

Two indicated that small grants for equipment could enable them to use their training.

Two had problems with return tickets and excursion fares.

Two indicated their per diem was inadequate.

Two had no orientation prior to departure.

Two had problem with an Asian language (Bengali or Thai)

As only 42% had replied, the training office should send follow-up requests to those who did not reply. It is an inexpensive way of keeping current on the appropriateness of the training institutions being used.

**Personal Interviews with Returned Participants:** As an essential activity of the evaluation of the project, opinions of 20 returned participants belonging to different offices and specializations, as well as the private sector were sought through interviews. The purposive sample covered proportionate numbers of men/women, U.S./third country training, private and public sector and the major study areas. The questionnaire used for the interview is Attachment III.

The interviewers were very well received. Several trainees indicated pleasure at someone taking interest in them and their training; others wondered why no one had been in touch with them. The response of the participants was sought primarily on the following aspects of training:

Awareness of the training opportunity and selection process;  
Information about the training country, finances, and  
accommodation prior to departure;  
Objective of going on training or tour;  
Content and process of training;  
Realization of expectations;  
Impressions of the country and contacts;  
Aspects of training felt to be of greatest use;  
Changes brought about since training;  
Hindrances, if any, affecting use of training; and  
Suggestions for improvement.

A review of the responses of the participants follows:

a. Awareness of Training Opportunity

Information about the availability of training came through either their employing ministry, Ministry of Finance circulars or Nepal Federation of Chamber of Commerce and Industry recruitment. Forty percent were actively seeking training. One half said they had been nominated by either their home ministry or MOF.

The returned participants were less clear about how selection takes place.

b. Information about Training Course

About two thirds of the returned participants had prior knowledge about the nature and contents of the training program. They got this information mainly through USAID, and information brochures on the program sent by the training institute. The rest of the participants knew only the titles of the courses.

One participant was given to understand that his training in Computer Based Information Systems in Thailand would be of six-month duration. The training period was reduced to three months.

c. Orientation

Most of the participants reported receiving no orientation about the countries they were going to for training. Most of the participants in the U.S. had received a week long orientation in the Washington International Center. Invariably, all training centers/institutes had arranged a brief orientation program for the participants on arrival in the training centers.

d. Accommodation

Most of the participants (60%) reported having had adequate accommodations. Participants studying in Asian countries (Philippines, Malaysia, Thailand, Bangladesh) were accommodated in the hostels of the institute. In such cases, payment for hostel accommodation and food was made to the institutes directly by USAID, and the participants were given a smaller per diem amount. Those going to USA for training were put in hostels nearby the training centre. Participants accommodated in hotels often complained about their per diem allowances. Two persons reported being placed in hotels where the rates were higher than their per diem.

Private sector participants going on tours shared the cost of the trips.

e. **Objectives of Training**

Two thirds of the participants had specific training objectives. Some examples are as follows:

I intended to learn more about training methodology and about conducting training in a systematic manner.

I wished to get more knowledge on diarrheal diseases and clinical tests relating to the diseases.

My intention was to learn new techniques of economic analysis, particularly with application of computers.

My desire is to contribute to water resources development in the country by learning more about dam construction in actual process.

I wanted to learn about concepts of adult training and apply it in training programs conducted by my organization.

I wanted to improve my efficiency in management by learning more about decision making, manpower planning and finance.

Enhancing my skills in computer programming was my aim.

Private sector participants, going on tours, wished to explore export markets for the products of Nepalese enterprises and to seek foreign investments in Nepal.

f. **Nature of Training Courses**

The participants interviewed evaluated the training arrangements as "good enough" in most cases. Others noted the excellence of training arrangements. Most of the participants attended fixed courses designed for international participants. Some of the courses were intensive (concentrated) in nature. One participant (in India) completed a masters degree by attending a sixteen month intensive course. AIT Bangkok provided instruction in six computer languages in three months time.

Most (three-fourths) of the programs were international in nature with participants from several countries. National participants constituted majority of the participants in the INTAN (Malaysia) and AIM (Asian Institute of Management, Philippines).

Practical experience was featured in about a third of the training courses. It is hoped that a greater number of practicums could be featured.

A wide range of methods of instruction were used. These included lectures, audio visual media, field visits, group projects, group discussions and case studies.

g. **Fulfillment of Expectations**

About 60% of the returned participants expressed full satisfaction of their expectations. Their satisfaction derived mainly from the opportunity to learn more in the areas of their professional interests. In one instance, the subject was changed from financial management to management. While the subject was useful, it did not fulfill the original

expectation of the participant. The shortness of courses hindered fulfillment of expectations in some cases (especially in the area of computer training).

Expectations were not fulfilled when the requested subject was not available, when several courses were amalgamated, or when public sector officials were enrolled in courses with mainly private sector trainees. Difficulties with language (especially in Thailand and Bangladesh) was a hindrance for some participants as class discussion tended to be in the local language.

h. Some Impressions

The participants mentioned a number of things that impressed them in the countries of training: busy way of life; effective teaching methods; good study environment; an emphasis on action, and friendliness of the people. Among other impressions were the scientific nature of agriculture, working on farm experiments and living standards in other Asian countries compared to Nepal.

i. Contacts with Institutions After Training

Some continued contact between the participants and the training institutes has occurred. Only two participants mentioned membership in professional associations. Some participants have received institute journals and program brochures. About a quarter of those interviewed have corresponded with former instructors. About 50% of the participants made no effort to maintain contact.

j. Job Placement After Training

All the participants reported being in the same job as at the time of departure for training. But 50% of them said that they were now assuming additional job responsibilities.

Some of the reflections of individual participants are as follows:

I am contributing to policy level discussions on priorities in agricultural research.

I am participating in petroleum exploration negotiations.

I was sent for computer training; I expect to be in the section in my ministry using computers. Now I am just doing word processing for official communications.

I am using the knowledge gained in upgrading the economic survey report of the ministry.

I used to do word processing before; now, I am engaged in computer programming.

I have taken responsibility for teaching additional subject areas.

k. Training Aspects of Greatest Use

Fifteen returned trainees, or 75% of those interviewed, were able to list specific examples of utilization of their training such as:



Once I had decided we should use sign language for the hearing impaired, I needed to change our system of education for the deaf. I developed a sign language for Nepali and I wrote a manual for sign language. It is at the printers now.

It widened my horizon to understand the role of research in the entire system - how it could influence the allocation of resources.

In the future, I will use the specification for rock filled dams. Now I am using the concrete design mixing process.

Twenty per cent had not yet used their training.

Not related to my present work but it will be when I go to a field office in the districts. In the district, we are the responsible worker for our department.

Only one said the private sector tour was of no use to his business.

**l. Changes Brought About After Training**

Below are some of the changes which participants reported having made in their work and which they attributed to their training.

I have carried out a needs assessment.

I am teaching new courses.

I have gained greater proficiency in conducting methodological tests.  
My report writing is improved now.

My personality has been enhanced, and I am more quick at making decisions. I communicate better.

I am proficient in computing now.

My horizon is widened. I am trying to use my specialization.

I have gained competence in formulating projects.

I am less critical of my staff now. I am more concerned with their needs now.

I have developed sign language for the deaf.

I am thinking of establishing a new factory.

I can handle contract negotiation with multinational companies.

**m. Factors Hindering Use of Training**

In general, very few participants saw great hindrances to the application of their training in their work situation. The respondents hinted at a number of factors that impede use of the knowledge and skills gained in training. The rules and regulations operating in a government office were mentioned frequently. One participant mentioned the training was too specialized. Lack of adequate equipment was mentioned by another.

While the general tenor of the participants' description of their experience is very positive, they do have recommendations as to how the program might be improved.

We continue to let the returned participants speak for themselves:

Team a few government officials with private sector representatives. Both are needed. Send people of only one industry (to increase the relevance of contacts).

Most training offered by donors is tied to a project. We won't find many personnel trained in project analysis or procedures such as cost benefit analysis. This project and the Colombo Plan are the only scholarships which are not tied. If not for this project, the Ministry of Finance and the Planning Commission would receive no training because they have no projects.

USAID and Ministry of Finance must ask for women candidates. Let women compete with women, not with men.

The Nepalese exporter who goes on these tours should be able to make commitments and fulfill them. If his factory is 100% engaged in exporting to Germany, do not send that man.

I did not meet any USAID representative in the United States. We complained about that.

There was a high proportion of nationals in the courses. They took the lead in the discussion and they prevailed.

I felt I could not waste even a day.

If possible, follow-up training. I would be improved - gives me help to continue. I have this problem, I can ask again.

USDA has mentioned the possibility of a three week refresher course as they have never done any follow-up of their students.

Had enrolled in training for small entrepreneurs but when I got there, they had combined three courses into one.

English is not the only qualification. They have to take a chance (on those of us less qualified).

She fulfilled the major objectives totally even though time was reduced by illness.

I think they (MOF and USAID) are doing well. Now, I don't have the funds or the space to use my training. In the future, something will come of it.

Nominee should make some preparation for training.

## **FINDINGS AND CONCLUSIONS**

The Development Training Project has been underway for three of an authorized six years. Obligations to date are 38% of life of project funding. Budget for FY 89 and FY 90 is expected to be \$500,000 annually. Thus far, 35% of the anticipated number of trainees have departed.

**Relevance:** The need for development training has not abated. Every planning document, whether produced by HMG or international donors, and to which the team has had access, emphasizes the critical need to improve public administration - the analytical, planning, management and monitoring skills of government and the private sector in Nepal. The World Bank has called this deficiency the most crucial deterrent to economic growth.

"The Basic Needs Programme" published by the National Planning Commission in 1987 states:

Development administration needs to be rendered less costly, more dynamic and more efficient to enable it to shoulder the increasing burden of development activities.

The project goal and project purpose are as relevant for FY 89-92 as at the time of project approval. The goal statement suggests institution building which is unlikely to take place without greater massing of trained personnel.

A prime finding of this study is that 56% of those who have gone for training thus far have studied project analysis, planning and management or closely related subjects. The combined effects of this concentration of training should move toward achievement of project purpose.

A single training plan to end of project (replacing the annual training plans) would also permit moving to targets related to the priority development agencies or priority areas of study and, hopefully, act to reduce the workload for both MOF and USAID. We are not confident that a trickle of training opportunities spread out over 36 agencies and 16 private enterprises will produce change.

### **Effectiveness of Training**

When 75% of the returned participants (all of which were short term technical trainees) can point to specific use of training since their return, one can be permitted optimism that those who enjoy longer periods of training will prove to be even greater change agents. There is a marked difference in the final evaluation of the Manpower Development Training Project (1973-1980) and this project. The evaluators of MDTP commented that returnees were reluctant to take the initiative to introduce changes in their work place. Initiative and confidence are the hallmarks of the returned participants we had an opportunity to meet.

The numerical targets set out for U.S., third country and in-country training should be modified or treated as illustrative. India's withdrawal as a major training resource to this project has rearranged the arithmetic of project output. The team did not interview a large enough sample of participants who had trained in different locales to be able to make trustworthy judgments of the benefits and disadvantages of one country over another. That judgment awaits a larger number returned from Asian countries. However, we have picked up a variety of related observations:

Nepalese feel very much at home in the Philippines.

The costs of training in Thailand are creeping up to those of many state universities in the U.S. offering resident tuition rates.

The Israelis have an experienced faculty of trainers with overseas experience at their Haifa training center.

U.S. training is often coupled with the statement of it "widened my horizons" or "I began to see the system work as a whole".

The most serious implementation problem is the adequacy of available training courses to the needs of Nepalese development. An increasing number of trainees are placed in Asian institutions - Philippines, Thailand, Malaysia, India and Israel. Too little is known about these "fixed" courses. A person sent on a course for small entrepreneurs may find his course has been cancelled or combined with a course on export marketing.

Some possible low cost ways of improving the match between training need and the actual training are more specific statements of training objectives, fuller descriptions of the work expected of the participant upon his return and increased communication with third country institutions. A third country placement contract to which several missions could "buy-in" would be most helpful in improving placement and providing monitoring which does not now occur.

The training targets broken down by academic, technical and practical training are no longer within reach and should be adjusted to fit reality.

**No. of Participants by  
Academic and Technical Training  
(New Starts)**

<u>United States</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>Total</u>
Academic	2	5	3	10
Technical	13	21	10	44
Practical	-	-	-	-
<u>India</u>				
Academic	8	0	0	8
Technical	1	0	0	1
<u>Other Asia/Israel</u>				
Academic	25	13	3	41
Technical	22	18	5	45
Practical	-	-	-	-
Total	71	57	21	149

It is likely to be a problem of dissimilar definitions but the team has not identified any practical training in the sense of apprenticeship, on-the-job training or "hands-on" training. A recent circular from Entrepreneurs International offers on-the-job training with U.S. businesses. This is an exciting but exceedingly limited opportunity.

The policy guidance that 25% of training months be reserved for women has been met. There is evidence that both USAID and Ministry of Finance colleagues have aggressively pursued this allocation. There was awareness of the requirement and applause from the returned women participants.

The policy guidance that 10% of training months be reserved for the private sector has not been met. It is 8% of those who have departed.

These policies of special allotments for women and the private sector, are further implemented by grants to two local organizations for local training. One augments the potential of training and employment for women and the other extends management training to the private sector. Both organizations, BPWC and MAN, are contributing useful services at low cost. Neither has demonstrated any movement toward self-sufficiency, although the private sector is more likely to pay substantial fees for short courses at MAN once the utility of the training has been established. Alternatives have been discussed in the section on in-country training.

## **RECOMMENDATIONS**

The partners in this project have established an implementation process which can lead to achievement of project purpose. It has not yet been established that the cumulative effects of this activity will lead to goal achievement. Certainly, the critical need for the project is well documented.

The recommendations made here are suggestions as to how a productive project can be steered to a higher level of productivity and, possibly how more lasting effects can be achieved through institutionalizing local training and local coordination of training and follow-up.

1. The project paper should be amended:
  - a. to adjust target figures to new annual budget levels and to available training sites;
  - b. to clearly set out funding local pilot projects in management training for the private sector as one of the desired outputs.
2. Consideration should be given to concentrating scholarships for fewer agencies and in fewer subjects, thus reducing the likelihood of DTP becoming a catch-all project. Greater attention is suggested for the training of trainers and development of training capacity for the private sector.
3. That HMG undertake an internal discussion of how to get better results from external training by reducing multiple opportunities for the same person. Does a coordinating mechanism now exist, as suggested by Ambassador Sainju, for both follow-up of those trained and keeping a current directory so that they may be tapped as resource persons?
4. That a training plan be developed to cover the remainder of the project replacing the annual training plan. A great deal of effort goes into establishing priorities for 60 training slots. Relatively little more effort would be involved to cover the remaining project output - approximately 120 training opportunities. It would be possible to retain some flexibility by reserving a percentage for contingencies.
5. That modest grants continue to be made to Business and Professional Women's club and the Management Association of Nepal. In the case of MAN, funds should be limited to course and study materials development and not for total course expenses as has been the case in the past. The BPWC has need of support for more adequate equipment.
6. That another type of private sector pilot project be funded utilizing existing management training institutions - a graft onto an operating training establishment instead of the higher costs of establishing a new institution.
7. That more attention be paid to articulating training objectives and increasing the communication with potential training institutions with the aim of selecting the most relevant training and increasing the sensitivity of instructors to Nepalese needs and objectives. This communication would become easier if the number of training institutions used and the number of countries were reduced. PIET can also solicit course proposals for the Mission which would be preferable to catalog offerings.

### **Lessons Learned**

If the Mission does not have educators participating in the design of participant training, the project and the design of the training experience become dependent upon the unknown educators in training institutions several thousand miles distant. It will also have the effect of reducing training in the Mission to an administrative function.

Finally, AID has documentation of more than three decades of participant training. These long term impact studies indicate that participant training is one of the better things AID does with the most lasting effects.

**ATTACHMENT I**  
**EVALUATION SCOPE OF WORK**  
**DEVELOPMENT TRAINING PROJECT**  
**(367-0152)**

**MID-TERM EVALUATION**

**ARTICLE I - DEVELOPMENT TRAINING PROJECT EVALUATION**

Development Training Project (367-0152)

LOP Dollars 6,300,000

LOP Grant Agreement 9/23/85 to PACD 9/30/92

**ARTICLE II - OBJECTIVE**

This is the scheduled mid-term evaluation. The results will be used by USAID and GON project managers to guide planning of future project activities. The mid-term evaluation will:

- measure progress against Development Training Project (DTP) objectives for kinds of training (academic, technical, and practical) and locations for training (in-country, United States, India and Asia/Israel);
- assess effectiveness of training for trainees' current work
- recommend strategies to meet project objectives, or changes in the project objectives to meet Nepal's training needs.

**ARTICLE III - SCOPE OF WORK**

**1. Background**

The purpose of the DTP project is to strengthen the analytical, managerial, and technical skills of public and private sector manpower in key development areas.

**PROJECT OBJECTIVES**

The project assists HMG/N and the private sector in meeting the growing demand for professional managers and technicians. By working with organizations which represent and promote the private sector, and quasi-public corporations, in-country training activities address management problems associated with the private sector.

Over Life of Project (LOP), 426 Nepalese will be trained abroad in administrative management and technical areas--63 in the U.S., 291 in India and 72 in other Asian countries and Israel. Over 900 Nepalese will have participated in-country training activities.



Fields of participant training will be in priority development areas as follows:

- management training including business, personnel and financial management; development planning and administration; and manpower planning;
- technical training in areas directly relevant to the energy, urban, communication (including printing trades), industrial, agriculture and health sectors;
- training of trainers; and,
- miscellaneous training, e.g., in accounting, computer science, research methodologies, education and rural development.

### **PROJECT MANAGEMENT**

USAID/Nepal administers the DTP project directly with the Foreign AID Coordination Division, Ministry of Finance. The USAID Project Officer and Training Office Chief work with the HMG/N Under Secretary in the Foreign Aid Coordination Division, who is the Project Manager for HMG/N. For the out-of-country training, each year both USAID and MOF request public and private organizations to submit training needs (by position); these needs are assessed by USAID and MOF against the budget available, the priority training fields for DTP, targets of ten percent for the private sector and twenty-five percent for females. This negotiated Annual Training Plan is formalized by a Project Implementation Letter, then MOF requests the organizations to submit nominations. Organizations are encouraged to submit up to three candidates, who are assessed by a point system. Approved nominations are then placed for training through the USAID Training Office. If nominations are not received by a set deadline, the positions are cancelled, and renegotiated.

The in-country training programs support private sector training needs in administration and management. The first activities planned have been carried out through grants to the Management Association of Nepal and to the Business and Professional Women's Club. Other activities are to be arranged according to the needs identified by a private sector training needs assessment and according to proposals made to USAID.

### **ISSUES**

The following changes have occurred over the three years of the project:

1. India training plans were reduced, and the contract with the United States Educational Foundation India not done, due to the difficulties of arranging training in India and the increased costs. Alternative programs in other Asian countries have been identified.
2. The public sector training needs assessment PIO/T was prepared; but we did not proceed with this, as the National Planning Commission is preparing a public sector training needs assessment to be completed in 1988.

The private sector training needs assessment was done in 1987, but USAID found its proposals for training programs too diffuse and awkward to administer. USAID is planning to design an RFP for in-country training courses for Fall, 1988.

3. Obligations to the project have run behind schedule, \$2,369,999 to date. The Annual Training Plans have been done according to funds available. But the USAID FY 87-90 Action Plan calls for \$500,000 to be obligated in FY 89 and FY 90 bringing total planned obligations to \$3,369,999, far less than the \$6,300,000 planned over LOP. If obligations are not increased, project activities will have to be curtailed.

2. Statement of Work

- a. Relevance of Training

The evaluators will review the DTP purpose, objectives, annual training plans, and in-country training grant agreements and compare those with the overall USAID development program as outlined in the CDSS and Action Plan. This review will serve to determine if DTP is still meeting the development needs of the Nepal, as supported by the USAID/Nepal program. The evaluators should make recommendations for changes in the DTP objectives, if they determine that changes are necessary.

- b. Effectiveness of Training

The evaluators should review the progress of DTP toward the objectives for out-of-country participant training and for in-country training, as outlined on page 14 and 16 of the project paper. Is DTP meeting the targets for kinds of training programs (academic, technical, practical), locations of training (US, India, ASIA/Israel), policy objectives (10 per cent for private sector, 25 per cent for women), number of participants. The evaluators should make recommendations for changes in these targets, based on evaluation findings.

- c. Efficiency of Training Programs

The evaluators should review both the management of the training program and the costs of training programs. USAID chose to implement this project directly with the HMG/Ministry of Finance, through the process outlined in Background above and in the PP.

For the participant training program for out-of-country training, the evaluators should review project files, and interview project managers, staff, and other relevant personnel, such as USAID technical division chiefs and nominating organizations' personnel to assess the process of developing the ATPs, obtaining nominations, qualifying of nominees, placement, monitoring of participant progress, resolution of any problems in their training programs, and follow-up on returnees.

Each year USAID and MOF have prepared an ATP, later modified through renegotiation for training positions for which nominations were not received. The advantage of this ATP is that it forces priorities and choices among the many demands for training programs; it also prevents ad hoc use of training funds for whoever approaches USAID or MOF. The disadvantage is that it does not have flexibility for arranging training programs, which may be received during the year, except as these can be included in any renegotiation. Evaluators should review this process and make recommendations for modifications, if needed.

Evaluators should also investigate selection procedures including possibility of public advertising to ensure best possible selection of candidates.

The evaluators should review the in-country training needs assessment and discuss in-country training needs with USAID and MOF personnel. Based on this they should make recommendations for possible reduction in the objective of 930 persons to be trained, or indicate that the objective is still relevant. They should also make a recommendation on whether USAID should proceed with plans to request proposals for a contract for six courses in country (Fall, 1988) or should consider alternative strategies.

Based on their professional knowledge and experience, the evaluators should assess the cost/benefit of the various locations of training programs. Are US programs worth the cost? Has the time and effort for Asia placement of trainees been worth the lower costs? Are the Asia programs perhaps more relevant to the training needs of Nepal? Likewise, what are the costs and benefits of the India and Israel training programs? Should in-country training programs be increased? Suggestions for in-country training, particularly for the private sector? The evaluators should make specific recommendations for any changes in management of training programs both by USAID and by MOF, or whether alternative management should be arranged.

d. Impact and Sustainability of Training Program

The evaluators should select a sample of returned out-of country participants from the PTMS listings and interview those returnees.

The evaluators should develop an interview format and request review by USAID and MOF to add questions, if necessary. The evaluators should interview the returned participants to determine the relevance and effectiveness of the programs for the current work of the returned participants. Specifically, how has the participants work performance been improved through the training program? What new procedures or programs does the trainee use from the training program? Are there returnees who do not have appropriate work assignments and who are not using the skills learned? Are returnees satisfied with the training received?

For in-country training programs, the evaluators should review the process evaluations of Management Association of Nepal and Business and Professional Women's Club. They should follow up as needed with interviews of training program managers and of a selected number of trainees to form their own assessment of these training programs.

The in-country training programs have been dependent on USAID funding. MAN has continued some courses, and BPWC is investigating ways to increase its own resources for training programs. Are there any other ways these might be made sustainable with local resources?

For both in-country and out of country training programs, are the training skills learned likely to continue to have an impact on the trainees work?

e. Special Concerns

The evaluators should address the training program as it concerns women (WID memo attached).

### **3. Method and Procedures**

**Method.** Per the proceeding Statement of Work, the evaluators, should review project documentation and files, interview USAID and Nepalese staff of organizations requesting training positions, and carry out a sample survey and interviews with persons who have received training.

### **ARTICLE IV - REPORTS**

The evaluators should present a draft report to USAID and MOF by the 20th workday, and hold a meeting with relevant USAID and GON staff to present and discuss their preliminary findings. A revised evaluation draft would be left with USAID and GON staff, before departure, and a final draft submitted in 30 days. The final draft should have an executive summary. At the time of submitting the final report, the contractor should also submit a Project Evaluation Summary in the USAID format. All reports should be consistent with Evaluation Reporting requirements, P-26, AID Evaluation Handbook. One copy of the PES and thirty copies of the final report will be required.

### **ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES**

The Training Specialist will be the contractor's Team Leader. The team will work under the technical direction of Dr. Jean Meadowcroft, Project Development Officer, USAID/Kathmandu. Coordination with the Government of Nepal will be through the USAID technical officer and the Under Secretary, Foreign Aid Coordination Division, Ministry of Finance. The evaluators should work a six day week, as is done in Nepal, to the total of 24 work days. The contract with the evaluation firm should specify this. Secretarial support and logistics such as transportation should be arranged by the evaluation contractor.

### **ARTICLE VI - PERFORMANCE PERIOD**

This evaluation should take place in September 1988. It could start as early as August 15; in-country work must finish by October 7 due to the Dasain holidays.

### **ARTICLE VII - WORK DAYS ORDERED**

#### **Evaluation Team Composition**

The evaluation team should consist of one training specialist from the United States and one evaluation specialist from Nepal. The United States expert should have at least 5 to 10 years experience with USAID training programs; he/she preferably will have some Nepali language. The Nepalese expert should have some background in training or education programs, previous experience in evaluation and be fluent in both English and Nepali. The Nepali expert should be resident in Nepal, but should be contracted by the U.S. contracting firm.

<b><u>Position</u></b>	<b><u>Work Days</u></b>
Training Specialist	30
Evaluation Specialist	24

**ARTICLE VIII - SPECIAL PROVISIONS**

- A. **DUTY POST**  
Kathmandu, Nepal, possible field trip.
- B. **LANGUAGE REQUIREMENTS AND OTHER REQUIRED QUALIFICATIONS**  
English and Nepali.
- C. **ACCESS TO CLASSIFIED INFORMATION**  
"Contractor shall not have access to any Government classified materials."
- D. **LOGISTIC SUPPORT**  
Office Space and Equipment will be provided by AID, as available.

Medical Unit and Commissary are available to U.S. consultants, as approved by U.S. Mission policy and the American Mission Association.

## **ATTACHMRNT II**

### **BIBLIOGRAPHY**

1. A.I.D., Country Development Strategy Statement FY 1989 Nepal (January 29, 1987)
2. A.I.D., Nepal Project Paper, Development Training (367-0152)
3. A.I.D. Project Grant Agreement Between His Majesty's Government of Nepal and the United States of America for Development Training (September 23, 1985)
4. Annual training Plans, 1986, 1987, 1988 and correspondence regarding CY 1989
5. Brenner, Sherry, Evaluation of MAN's Three Management Training Courses
6. Brenner, Sherry, Report to USAID/Nepal on their Business and Professional Women's Club (BPWC) Secretarial Science and Office Management Training Course (July 1, 1988)
7. Development Training Project (367-0152) - Mid-Term Evaluation
8. Himalayan Studies Centre, In-Depth Interviews on Selected Issues of Participant Training in Nepal, (June 1988)
9. Himalayan Studies Centre, Organizational Case Studies on the Impact of USAID-Sponsored Participant Training on Development in Nepal, (May 1988)
10. Implementation Status Report Development Training (September 16, 1988)
11. Integrated Development Systems, Proposal for a Feasibility Study at a Polytechnical and Entrepreneurship Development Institute for Women
12. McCulloh, Sara, Scope of Work for DTP Evaluation (May , 1988)
13. Meadowcroft, Jean, Returned Participants Follow-up Activities Report
14. National Planning Commission, Nepal, The Seventh Plan, (1985-1990)
15. National Planning Commission, HMG/N, Programme for Fulfillment of Basic Needs (1985-2000)
16. Nepal Education and Human Resources Sector Assessment (May 1988)
17. New ERA, Evaluation of Manpower Development Training Programme, (December 1980)
18. Participant Training Management System file covering each participant in the project
19. USAID Nepal Action Plan February 1988
20. World Bank, Nepal: Policies for Improving Growth and Alleviating Poverty (October 14, 1988)

## ATTACHMENT III

### INTRODUCTION

Some time back you went to \_\_\_\_\_ for training/tour. The Project under which you went was called Development Training Project. Now that this project has been underway for three years, USAID and the Ministry of Finance would like to see what has been achieved and whether any changes need be made in how the project is administered.

We are grateful for your time and willingness to answer 20 questions about your experience.

### INTERVIEW GUIDE

1. Please tell me how you heard about this training opportunity?
2. Did you make an application?  
Who nominated you?  
How was the selection made?
3. What information was given you about the training before you left?  
The country  
The travel arrangements  
The living arrangements  
The financial arrangements
4. Did you feel adequately prepared before you departed?
5. What was your training objective? (Please do not accept an answer such as a M.A. degree. Ask again, what were you supposed to be able to do on your job upon your return?)
6. Did your supervisor discuss with you what he/she hoped would result from your training?
7. Please tell me what happened when you arrived at \_\_\_\_\_  
Had proper arrangements been made for your lodging  
Training  
Orientation to a new place  
(Did you feel comfortable in that place?)
8. Describe the actual training. What methods were used?  
Did you have any practical experience?
9. Did the training fulfill your expectations?  
In what ways, did the training fall short of what you needed?
10. Other than your specific training, did you learn or observe any other things that impressed you?

or might be useful to Nepal?

11. Did you make friends? What kind of social life did you have?
12. Do you still have contact with your training institution/instructors?  
Do you keep in contact with anyone there?
13. We hope that you found all was well on your return home?
14. How long have you been back?
15. Are you working on the same job since your return?  
Promoted?
16. What part of your training have been of greatest use to you in your work?
17. What parts of your training have not been useful to you in your work?
18. Are there any changes you have brought about because of your training?
19. What hinders you from using your training?
20. What recommendations would you make to USAID and the Ministry of Finance to improve this training program?